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ABSTRACT

This booklet was prepared to acquaint the personnel of the Bergen County public schools, the lay public, and advisory board members with the purpose and functions of advisory committees serving the vocational, technical, and adult education divisions of Bergen Community College. Following brief summaries of college history and philosophy, curriculum offerings, and the role of the Board of Trustees, the document reviews the organization and functions of advisory committees and provides detailed guidelines for committee operations in such areas as (1) qualifications, procedures for appointment, terms of membership, number of meetings, use of consultants, conduct of occupational surveys, provision of public information, and the responsibilities of the college representative; (2) bylaws for advisory committee operation; (3) evaluating and rewarding advisory committees; and (4) advisory committees and legislation. A checklist for getting the most out of advisory committees and a bibliography is included. Appendices contain various forms and correspondence relating to advisory committee and college interaction. (MB)

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# ADVISORY COMMITTEE HANDBOOK

Bergan Community College

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In its philosophy of board policies and operative procedures, Bergen Community College is committed to community involvement in the life and governance of the institution.

For your guidance and information we have set down some principles and thoughts about the functioning of advisory committees in these procedures.

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## FORWARD

From a few institutions prior to World War I, the community college has burgeoned to over 1200 across the nation today. Our society's faith in the power of education to foster responsible and challenging life styles has generated a greater need for post-secondary education; and our constantly expanding technological requirements have fostered a greater need for this post-secondary education to be meaningful and relevant for the approaching twenty-first century. The urgent demands of business and industry as well as the needs of our public and non-profit institutions have placed an ever-increasing demand upon the educational sector for an informed and competent body of paraprofessionals and technicians. The comprehensive community college - the unique institution of modern times - is the response to those needs.

Citizen participation in education is documented by history. Individual citizens in ancient Greece combined their thinking about educational goals and methods through forums. Many of the concepts arrived at in those ancient times still influence democratic government and schooling.

The development of American education is a result of citizens' interest and involvement dating back to 1647 and the Massachusetts Act that provided for schools at the local level reflecting the thinking of local leaders.

It was not until after World War II, however, that a new form of citizen participation came into being - "advisory committees." These committees were formed to assist educators in meeting the challenges and problems of a rapidly changing society. By 1958, according to the National Citizens Council for Better Schools, citizen committees had been organized in more than 12,000 communities. Today, with the emergence of the community colleges, the number is considerably greater. In fact, it would be difficult to estimate the number because new committees are constantly being created.

The advisory committee has become an identifiable and indispensable vehicle of the community college. It is the foundation for the interrelationship between the community and the college. As public-spirited citizens making invaluable contributions to the College, you are to be commended. Your continuing participation is highly valued.

The changing manpower needs are thus brought to the attention of the Board more rapidly. In this day and age, in order to put changes into effect to meet the changing needs, plans must be made well in advance. It is hoped that this more direct line of communications will allow the Board and the College to meet the needs of the community in a shorter period of time.

Your participation as an Advisory Committe member is deeply appreciated. Your contributions will be of valuable assistance to us in order that the college may serve the county even more effectively than it has in the past.

For your guidance and information, we have set down some principles and thoughts about the functioning of advisory committees in this handbook.

Alban E. Reid
President

August 1978

## A CAPSULE HISTORY OF BERGEN COMMUNITY COLLEGE

The emergence of Bergen Community College as a county public two-year institution of higher learning is due to the determined efforts and cooperation of many dedicated people.

In 1965 the Board of Chosen Freeholders of Bergen County passed a resolution to establish the College and appointed the first Bergen Community College Board of Trustees comprised of a group of distinguished citizens. The Board, after intensive study, selected the 167-acre Orchard Hills Golf Club for the College's campus and appointed Dr. Sidney Silverman as President.

With the authorization of the New Jersey State Board of Higher Education, the first class of students was registered in September 1968 in an interim building on the campus designed to accommodate 1300 full-time students. Within one year the interim building had to be doubled in size to meet the needs of the growing student population. In the meantime, plans were being developed for the megastructure. Construction began in 1969 and was completed in 1972 at a cost of approximately $24,000,000. Its building totals 430,000 square feet and provides facilities for close to 10,000 students.

Bergen Community College is approved as an institution of higher education by the New Jersey Board of Higher Education and received full reaccreditation by the Middle States Association of Colleges and Secondary Schools in 1976.

During the past decade Bergen Community College has experienced exceptional growth. One of the main reasons for this growth has been the cooperation the College has received from the community and the dedicated service of many of its citizens as members of various Advisory Committees in guiding the administration to establish needed programs and curriculums.

Recognizing the value of direct communication between interested citizens and the Board of Trustees, the board should direct appointment by the Board of the lay members of all Citizen Advisory Committees serving the college.

The intent of such appointments is to assure and maintain a direct channel of communications whereby the Board of Trustees and the college could become more aware of the changing educational needs of business, industry, government, civic organizations and other community growth and respond with appropriate educational programs.

In addition to the Middle States Association accreditation, the following curricula are also fully accredited by the legally constituted accrediting agencies:

Nursing-
National League for Nursing
Dental Hygiene-
American Dental Association
Radiologic Technology
Joint Review Committee in Radiologic Technology of the A.M.A.
Respiratory Therapy-
Joint Review Committee for Respiratory Education of the A.M.A.
Real Estate-
The New Jersey Real Estate Commission

From 1,454 students in the Fall 1968 semester, the College has increased its enrollment to over 10,000 students. From two degrees conferred in 1970, the Associate in Arts and the Associate in Applied Sciences, the College now also confers the Associate in Science degree. From four major programs in the Associate in Arts degree offered in 1968, there are now twelve areas of concentration, with the Associate in Science degree now including six additional areas on concentration. The Associate in Applied Sciences degree programs have been increased from five areas of career study in 1968-1969 to nineteen at present. From a single one-year certificate program offered in 1971, the College has increased its one-year certificate programs to five. Thus has the College grown!

## PHILOSOPHY OF THE COLLEGE

Bergen Community College embraces the concept that a highly complex society, technologically and culturally diversified, requires educational opportunities beyond high school for all who can benefit from them. To fulfill its goal of promoting life-long learning, the College offers a variety of experiences which enable students to explore and develop their capabilities and interests. It subscribes to a "one college" concept aimed at providing both day and evening students with identical course syllabi, academic standards, and opportunities for involvement in student activities. The College provides degree, certificate, and non-credit programs for continuing education and for the enhancement of vocational skills, as well as counseling services designed to support and maximize student opportunities and quality of life. It also serves as a home for many of the cultural activities in the County. In essence, the College seeks to perform a vital role in the effective continuation of a truly democratic society. The College strives to fulfill its mission as stated in college brochures and other literature:

> Bergen Community College is a public, two-year community oriented college which is accessible to all. Its mission is to provide, on a lifelong basis, low cost but quality educational opportunities and to assume leadership in meeting the changing needs and improving the quality of life of the individual and the community.

## PREFACE

This booklet has been prepared to acquaint the personnel of the Bergen County public schools and the lay public with the various members of the community who serve in an advisory capacity to the Vocational, Technical, and Adult Education Division of Bergen Community College. The organization of these committees is in keeping with the practices of federal, state, and local education programs.

Listed below is an abbreviated review of the purposes and functions of the various Advisory Committees which are associated with Bergen Community College.

### Fundamental Purpose

An Advisory Committee is a group of persons usually outside the educational profession, selected for the purpose of offering advice and counsel to the college authorities regarding the vocational program which serves both in-school youth and adults. The committee pays particular attention to keeping the program practical and attuned to community vocational needs. The members of the committee are representatives of the people and occupations within the community. These committee members are interested in the activities with which the vocational program is concerned.

## CURRICULUM

The College is committed to offering programs of study that provide the widest possible range of general education courses, as well as more intensive experience in the student's area of specialization. Providing common course experiences for all students, regardless of individual curricular choice, is an integral part of the College's philosophy, and every effort is made to develop similar first semester curricular patterns to facilitate curriculum transfer within the College.

The College at the present time provides two transfer degree programs leading to an Associate in Arts and an Associate in Science, and nineteen career programs leading to an Associate in Applied Science. There are also five one-year certificate programs. The career curricula which have advisory committees are:

ALLIED HEALTH

Dental Hygiene
Medical Laboratory Technician
Medical Office Assistant
Nursing
Radiological Technology
Respiratory Therapy

BUSINESS

Accounting
Banking, Credit and Finance
Business Computer Programming
Executive Secretarial
(Options in Bilingual Secretary, Educational Secretary, Executive Secretary, Legal Secretary, and Word Processing)
Hotel, Restaurant Management
Insurance (to be implemented)
Real Estate
Retail Business Management

FINE ARTS

Commercial Art

HUMAN SERVICES

Early Childhood Education
Fire Science
Police Science

SCIENCE TECHNOLOGIES

Laboratory Technician
(Options in Biological, Chemical or Environmental Technology)
Ornamental Horticulture

ONE YEAR CERTIFICATE PROGRAMS

Data Processing
Legal Assistant
Operating Room Technician
Renal Technician
Travel Service

## BOARD OF TRUSTEES

As required by law, Bergen County Board of Chosen Freeholders appoint eight members to the Board ot Trustees; the ninth member is the County Superintendent of Schools. The President and ex-President of the College serve on the Board of Trustees in an ex-officio capacity. The Trustees, who are required to be citizens of the United States and also county residents for four years, serve for a period of four years with eligibility for reappointment.

In accordance with the rules and regulations of the New Jersey Department of Higher Education and the powers and duties vested by law, the Board of Trustees has custody and responsibility for the property of the College and the management of its affairs. The Board members in their policymaking function create an atmosphere for learning and appoint the President as the chief administrative officer.

The Board is responsible for the fiscal integrity of the institution. Members are kept informed of all activities and programs of the College by the President, and are ex-officio members of all advisory committees. Presentations by College departments are made from time to time at Board meetings. Once a month the Board meets in public session in accordance with the newly implemented "Sunshine Law." Standing committees of the Board deal with areas of personnel, site and facilities, community relations, audit and finance, and educational programs.

The present membership of the Board is:

| | |
|---|---|
| Anthony D. Andora, Esq. | Chairman |
| Mrs. Josephine B. Pesaresi | Vice-Chairman |
| Dr. Kevin J. McDermott | Secretary |
| Mr. Eugene Jacobson | Treasurer |
| Dr. David Adler | |
| Mr. Lester H. Bogen | |
| Dr. Rufus L. Caine, Jr. | |
| Dr. Walter M. Hartung | |
| Ms. Margorie Wyngaarden | |

## SELECTING AND ORGANIZING THE ADVISORY COMMITTEE

The functions listed in this booklet illustrate the diverse activities of Advisory Committees. Their members are dedicated, competent, deeply committed individuals who give ustintingly of themselves for a cause in which they believe. Is it any wonder that college administrators and others called upon to assist in selecting new members spend so much time agonizing over their responsibility?

The college must exercise considerable care in setting up advisory committees. Some will work better thab others, depending upon the "mix," the leadership, and the task before them. The committee's chances of success are enhanced by a strong indication of interest by the College. This means that ranking administrators should attend meetings as often as possible, and that the College coordinator be knowledgeable about committee activities. Such working harmony will greatly reward the College in its mission to provide the best education for its students.

All members of the committee should be made to feel that they are important members of the team. The success of the chairperson will depend somewhat on previous experience, education, general knowledge, and the ability to perceive types of behavior in meetings which lead to failure or success. It is a rare Advisory Committee meeting that "just happens" to be productive. More often, good meetings are the result of careful planning, expert guidance and a good measure of luck. Good meetings require chairpersons who anticipate potential pitfalls and who, by careful but subtle maneuvering, succeed in keeping the group on track and channeling the discussion toward concrete results. The chairperson's job is to make the meeting as effective as possible in describing problems, reaching joint decisions, and providing solutions.

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## FUNCTIONS OF ADVISORY COMMITTEES

The vital relationship between the community, business, industry and other sectors of society on one hand and the educational sector on the other has never been brought to a higher state of fruition than in the community college. The dynamics of the community college, always responsive to the needs of our society, have found a sensitive instrument in the citizen's adivsory committee. Bergen Community College is a staunch advocate of that relationship.

The advisory committee can be the mainstay of a good college program. Some of the functions which it performs to effect good programs are as follows:

1. Keep the college informed of the occupational needs of the community
2. Encourage and support recruitment of students
3. Help to inform students about occupational opportunities and requirements
4. Help evaluate, revise and recommend changes in the effectiveness of the curriculum
5. Assist in developing and maintaining the curriculum and courses of study
6. Assist in revision and evaluation of the curriculum
7. Help in placement of students in cooperative work-experience programs
8. Assist in the placement of graduates
9. Promote public and employer support of occupational curricula
10. Promote establishment of awards and scholarships to meritorious students
11. Assist in identifying potential faculty and establishing parameters of qualifications
12. Help in the purchase and acquisition of equipment, supplies, and facilities
13. Promote donation of equipment, supplies, and materials for occupational programs
14. Provide a channel of communication for keeping the community informed of college programs
15. Obtain public support of favorable legislation for financing college programs
16. Help arrange field trips to industry and other appropriate facilities
17. Recommend speakers for classes and meetings
18. Provide liaison with professional organizations, labor, and management
19. Recommend admission standards for incoming students
20. Serve at times as visiting lecturers in class or as other instructional resource

## GUIDELINES FOR ADVISORY COMMITTEES

Some general guidelines which might be helpful in the organization and function of a Citizen Advisory Committee follow. Materials have been gathered from many sources and an attempt has been made to try to fit them to the various Citizen Advisory Committees serving Bergen Community College.

The College recognizes the diversity of function and structure of the various advisory committees. For example, the Economic Opportunity Fund Advisory Committee differs markedly in function and structure from the Hotel-Restaurant Advisory Committee. It may be necessary and advisable for some advisory committees to make exceptions from the guidelines recommended here. In some instances, a committee may follow individually prepared guidelines which may differ in a few details from the ones presented here. Hard and fast rules of procedure should be subordinated to the primary aim of communication which accelerates the progress of the College and its advisory committees toward mutual goals.

## CONDUCTING FRUITFUL ADVISORY COMMITTEE MEETINGS

Good Advisory Committee meetings are the result of careful, thoughtful planning. The committee members must be notified of the meeting far enough in advance to plan to attend, and they should be informed of the nature of the meeting.

## ADVISORY COMMITTEE - DEFINED

An Advisory Committee may be defined as a group of persons, primarily selected from outside the education profession, who collectively advise regarding educational efforts within the college district. Members are selected for the specialized knowledge they can bring to the particular committee(s) to which they have been appointed.

## PURPOSE

To collectively advise, make recommendations and give service to the college, its students, instructors and administrators.

## TYPES OF COMMITTEES

Community Advisory Committees - These committees have been organized to offer recommendations and suggestions for special programs, workshops, or seminars which will benefit the community.

Program Advisory Committees - These committees serve one specific program area.

Special Advisory Committees (Ad Hoc) - These committees are often appointed on a temporary basis, or they serve an area outside of an educational program, such as the Student Health Services Advisory Committee.

Affiliate Advisory Committees - These committees monitor programs developed through agreements with other public learning institutions to provide occupational programs to Bergen Community College.

### Qualifications for Membership

Three essential criteria are kept in mind when selecting individuals for membership on Bergen Community College Citizen Advisory Committees:

1. Experience - Members must have had successful first-hand experience in the area being served. They are persons who have the respect and confidence of their associates.

2. Adequate Time - An Advisory Committee should meet as frequently as necessary. Members are required to maintain close contact with the activities of the College. It will be necessary to devote a substantial amount of time to committee work, much of which will be on the college campus.

3. Character - Most members are recommended by their colleagues. They exhibit a strong sense of responsibility and civic mindedness and are considered highly cooperative by those who recommend them. In addition to considering these personal attributes, every effort has been made to have truly representative committees. In an attempt to achieve balance, the members are selected from a cross section of the organizations in the communities served by the College.

Term of Membership

It is understood that individuals who serve on different committees often have busy schedules. In order that membership on a committee may not become burdensome, and so that other individuals who have expressed an interest in the educational program may have an opportunity to make a contribution, the suggested length of membership is three years.

It is suggested that members of new Program Advisory Committees appointed by the Board of Trustees for the academic year draw lots for one, two, or three year terms. In this manner one-third will be re-appointed. This method should allow for continuity in leadership and needed stability in the committee operation.

A person who has served a term should be ineligible for re-appointment until one year has elapsed following expiration of his or her previous term. Former members may be utilized as consultants for specific parts of that program, but for a limited time only.

Number of Meetings

There is no specific policy regarding the number of meetings to be held. However, a committee working to build a new program or revise an existing one must meet more often to carry out its assignment. Necessity would be the criterion for determining the number of sessions. Busy men and women should not be called together without justification.

Conduct of Meetings

College staff members are assigned to each Citizen Advisory Committee as College representatives. At the first committee meeting, one of these staff members will conduct the meeting. Once organized, a lay member appointed by the Board of Trustees should be elected Chairman. A Vice Chairman and Secretary should also be selected. These officers will constitute the Executive Committee of the Adivsory Committee.

## Meeting Agenda

It is suggested that when holding meetings, an agenda should be developed along these lines:

1. Call to order by presiding officer
2. Roll Call
3. Approval of minutes of preceding meeting
4. Reports
5. Unfinished business
6. New Business
7. Communications and Miscellaneous matters
8. Adjournment

## Minutes of Meetings

The following persons should receive meeting minutes:

1. Members of the committee
2. Program instructional staff
3. Appropriate Dean(s)
4. College Information Officer
5. College President
6. Board of Trustees

## Consultants

Sometimes an advisory committee may need assistance in solving a particular problem. In such cases, the use of consultants is recommended.

Additional Organization Information:

1. Each committee will organize itself, determine its meeting times, select its officers and subcommittees, make its own rules and formulate its program and meeting agenda along the lines suggested in these guidelines.
2. From time to time the Board of Trustees of the College will submit policies affecting specific programs to various committees.
3. The Trustees will acknowledge, either orally or in writing, any proposals submitted by any Citizen Advisory Committee.
4. An annual meeting of the Board of Trustees with Citizen Advisory Committees will be held.
5. Advisory Committees are urged to appoint subcommittees as needed. Some of these may be continuing committees to deal with special problems.

Consultants (continued)

6. Advisory Committees or any subcommittee may request information and counsel from the College President or from any staff member of the college on matters clearly related to the problems being considered by the Advisory Committee or subcommittee. Such requests should be channelled through staff members of the Committee.
7. The College will provide an Advisory Committee with consulting and clerical services that are desirable and feasible.
8. Publicity regarding the work of any Citizen Advisory Committee will be released only through the College Information Office and that Office will seek approval from the College President or Board when deemed necessary.
9. The guidelines should be reviewed annually by Committee members and any suggestions for changes should be forwarded to the College President so that he may then convey them to the Board of Trustees for action.

## FUNCTIONS OF ADVISORY COMMITTEES

### Occupational Surveys

First of all, Advisory Committees should advise the College Administration regarding the types of offerings needed to satisfy preparatory requirements as well as the retraining and upgrading needs. Often the Committee will have to draw upon more than the experience and knowledge of its members. A survey can supplement this knowledge. In developing an occupational survey, Advisory members can help identify the type of data to be gathered. Members can also be instrumental in gaining public support which would result in a favorable community reaction.

Another concern should be the establishment of practices which will keep instruction practical and functional. In order to keep programs realistic, committees should take an active part in verifying course content since members have the essential, specialized knowledge of the work. Representatives of the field for which instruction is to be provided must be consulted regarding the skills, instructional materials equipment, standards for production work or services provided, and actual instructional content. All phases of training should be reviewed periodically to keep them occupationally oriented and up-to-date.

Employers and prospective employers are able to evaluate how realistic a program is. The more realistic the program, the more willing they are to hire graduates.

## Guiding the Instructor

Most instructors find that working with an Advisory Committee is a stimulating experience. They receive encouragement and increase their confidence through associating with Committee members. Advisory Committees can also help in securing competent instructors.

## Learner Benefits

The benefit of any educational effort must ultimately accrue to the learner. The benefits of a Citizen Advisory Committee not only accrue to the student, but to the instructor, administrators, committee members, the college, and the community. The relevance of courses is greatly enriched through the input provided by an Advisory Committee.

## Public Information

Public understanding of the educational programs at the college hinges upon a flow of information emanating from the college. Advisory committees can help bring about an understanding of the purpose and functions of the programs on which they are advising and an appreciation of how the college is meeting its responsibilities to the community. When citizens know about the achievements and the needs of the educational programs, they can intelligently consider financial support of the college.

Committee members can also have an influence upon legislation at both the State and National levels. When members of manufacturers associations, service clubs, unions, and other civic groups understand the objectives and needs of a college program, they are more likely to support the necessary legislation with perception and enthusiasm.

## The College Representative

The College representative should be tactful, patient, and have a capacity for hard work. A high standard of professionalism is required at all times in order to maintain the confidence of the committee. The College representative should be willing to meet at a time best suited to the committee, even though this may call for a luncheon, dinner, or evening meeting.

The College Representative (continued)

The College representative usually has immediate administrative responsibility for the program served by the committee, and thus can generally take direct action on the advice of the committee. There are many variations, depending upon the size of the College committees. The assignment of staff to Advisory Committees is an annual administrative function.

When Advisory Committees are formed to serve a department or several closely related occupations, the department head usually represents the College and assigns one or two other members as well. Teacher coordinators of cooperative or work experience programs usually serve as the official school representatives on Advisory Committees serving those programs. In most large colleges the instructors meet with Advisory Committees only when invited, usually on a rotational basis. There is danger that having several teachers regularly in attendance might stifle free discussion and, therefore, the effective work of the committee. College representatives should realize that they serve as ex-officio members of Advisory Committees. They attend meetings to elaborate on their instructional programs, if necessary, and to receive, not give, advice.

SAMPLE BY LAWS

Although several of the Citizen Advisory Committees have been meeting for several years and some have by laws by which they operate, it is suggested that all Citizen Advisory Committees develop and adopt by laws similar to these. A copy of these by laws should be on file with the College President.

I. Name of Advisory Committee

II. Purpose of Committee

III. Officers

The officers will consist of a chairperson, vice-chairperson and a secretary. These officers will be elected annually by the Committee. Together these officers will constitute an Executive Committee.

IV. Subcommittees

1. Subcommittees may be established and discharged by a majority of the Advisory Committee.
2. They may be ad hoc or continuous in nature depending on the subject of concern.
3. Each subcommittee shall elect its own chairperson and secretary.
4. The subject or field of activity will be specified by the Advisory Committee.
5. The subcommittee may be of any size appropriate to its function. Membership may consist of students, lay citizens and college faculty or staff. One member of the subcommittee shall also be a member of the Advisory Committee.
6. A consultant from the College may be appointed by the College President at the request of the Advisory Committee to meet regularly with the subcommittee. Special consultants may be enlisted pending approval by the Advisory Committee.
7. Subcommittees shall report regularly to the Advisory Committee.

V. Program

1. The Advisory Committee will plan its annual program, its objectives, and agenda for the year.
2. An annual plan will be developed for consideration during the month meeting each year.
3. Proposals by the members will be considered by the Executive Committee, who will formulate a proposed annual program to be presented to the Advisory Committee during the month meeting for its action.

SAMPLE BY LAWS (continued)

VI. Meetings

1. The annual program will indicate the regular meetings to be held each year.
2. At least number meetings will be held each year.
3. Special meetings may be called, or regular meetings may be cancelled, by a majority vote of the Advisory Committee or by action of the Executive Committee.
4. The Executive Committee will be responsible for planning the agenda of individual meetings.
5. Each meeting will begin at the announced time and will continue for no more than two hours.
6. Discussion leading toward a consensus of the members will be the prevailing procedure in committee meetings. Parlimentary procedure will be used when a decision of the Advisory Committee is to be recorded or transmitted.

VII. Responsibilities of Members

1. Each member is expected to attend meetings regularly, participate in Council discussions, and serve on subcommittees when requested to serve.
2. Each member is expected to study carefully any problem which comes before the Committee before committing himself or herself to a final conclusion.
3. Each member is expected to respect the rights of fellow Committee members by not reporting or discussing the opinions of other members outside the Committee. The opinions and conclusions of the Committee as a whole may be discussed.

VIII. Termination of Membership

Members who are unable to attend three consecutive meetings without cause may wish to reconsider serving and be allowed to terminate their membership if they so desire.

IX. Use of Consultants

The Committee recognizes the need of additional knowledge and assistance and will make extensive use of regular and special consultants from within and without the College.

The College recognizes the diversity of function and structure of the various Advisory Committees. For Example, the Economic Opportunity Fund Community Advisory Council differs markedly in function and structure from the Hotel-Motel-Restaurant Advisory Committee. It may be necessary and advisable for some Advisory Committees to make exceptions from the guidelines recommended here. In some instances, a committee may follow individually prepared guidelines which differ in some detail from the ones presented here. Such individually prepared guidelines should be approved by an appropriate Dean. "While there are no hard and fast rules as to composition and numbers, it is important that the college program director who is responsible for forming the committee be permitted to 'play it by ear' as each committee is formed."[1]

Procedure for Appointment of Members

The authority and responsibility for appointment of members to Advisory Committees resides with the Board of Trustees of the College. The authority to terminate a member's status in mid-term also resides with the Board of Trustees.

The following steps in the indicated order should be followed:

1. Formulation of a list of recommended members.
2. The College Representative contacts each of the recommended persons to ascertain if they are willing to serve.
3. The College Representative submits the list to next higher person in authority so that it follows this route: faculty coordinator to Department Chairperson to appropriate Dean to President.
4. After appointment by the Board of Trustees has been made, the President should communicate with each of the new appointees, extending his congratulations and advising them of the first meeting.

Reappointment, based on the same steps as above, should also be extended by the President of the College.

A one page delineation of the institutional goals of the College and

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[1] Albert J. Riendeau, The Role of the Advisory Committee in Occupational Education (Washington, D.C.: American Association of Junior Colleges, 1967), p. 20.

Procedure for Appointment of Members (continued)

of the philosophical aims and responsibilities of Advisory Committees should be appended to each invitation which the President extends to a prospective member, this explanation should emphasize the advisory nature of these committees.

Membership: The College representatives should be ex-officio members of the committee and their number should not exceed 25% of the membership.

Ten to fifteen members, not counting the college representatives, is an effective working number. The committee may be larger, particularly at its inception.

Rewarding Advisory Committee Members

Advisory Committees, as already noted, are an important adjunct of the College. Administrators have learned to rely on them for counsel in times of need. However, when daily problems and issues take up all the time of the administration, these committees tend to be forgotten for long periods. The key; use them well or not at all. Programs are richer and more meaningful to students and industry when they are linked to the real world of work through active Advisory Committees. Keeping them active and enthusiastic will require an occasional token of appreciation, which may take several forms. The well-organized program director will vary these from time to time, but the concept of reward for committee members should be considered an important part of the advisory program.

The practice of showing appreciation for work well done may explain, at least partly, why so many busy individuals in government, business, industry, and labor continue to donate their time to Advisory Committees. As the name indicates, the Advisory Committee provides the College administrator with free advice - advice about the design of the college program of occupational education and technology, instructional materials, student placement and more. The Advisory Committee is potentially the widest possible source of information to the administration - if encouraged to be so. And encouraged it must be, for like all volunteer groups, there must be incentive to keep the individual members motivated.

Personal Rewards

Since the Advisory Committee members must find the experience personally satisfying, each of them should receive a personal reward of some kind. Ideally, it should be in the form of personal satisfaction at having contributed talent, skill, experience, and a certain amount of hard work, the sum of which has improved a program or situation at the College.

Committee members will be quick to notice how well accepted their efforts have been when the College administration reacts to their advice after the first meeting. Their value to the College will be measured by action on their recommendations. A committee will continue to participate only if its suggestions receive consideration and if action, one way or another is taken. Assuming its advice was sound and reasonable, feedback to the committee should recognize its efforts and indicate action to be taken by the administration. And if the committee suggestions are not adopted, an explanation is in order. Right from the start, plans should be made to establish mutual respect between College officials and the Advisory Committee. Immediate appreciation for a job well done is indeed an effective form of reward.

## EVALUATING ADVISORY COMMITTEES

Evaluation of Advisory Committees is a responsibility which is assumed by various elements within the community. Most important, however, is the assessment of the College administration, particularly the College representatives who are ex-officio members of the committee. Should committees be found ineffective for lack of direction, or involved in non-productive activities, the situation should be remedied. If it is not, there is a danger that the College administration will base its actions on the work of a committee which is experiencing problems.

Evaluation of educational programs is part of the management process. This process is viewed as beginning with the development of a plan to reach certain goals or obtain certain results. The plan is then implemented, and the results are evaluated. Based on the results of the evaluation, the original plan is revised or improved as appropriate. The revision is then implemented, and its results are evaluated. Thus, evaluation is simply a process of examining present work to improve future performance.

Recently there has been an emphasis on accountability, resulting in widespread use of evaluation techniques, mainly to explain how money has been spent by colleges. Such evaluation functions have been mandatory, claimed the evaluators, because of the almost magical ability of local school systems to make large sums of money vanish with scarcely a trace.

And so all school programs worth their salt were evaluated - and continue to be evaluated periodically to the present time. Whenever a program is found lacking or is of questionable value, the reveiwing Advisory Committee makes recommendation to College officials immediately for improvement or modification.

The object of an assessment or evaluation may be to ascertain why an Advisory Committee was established and to determine how well it is succeeding in its intended objectives. Using the simplified evaluation procedure described, the Advisory Committee could be assessed by: (a) its own members (self assessment) (b) the College administration, or (c) the community.

Evaluation by Self-Assessment

Advisory Committees usually know whether meetings have gone well, or if their services are appreciated, without being told. When things have gone badly, there are many telltale signs: poor attendance at the meeting, no agenda, a noisy and uncomfortable meeting room, no sign of college representatives, no indication of follow up action on the suggestions of the previous meeting, and an unfocused meeting in which discussions rambled from one topic to another. The need for formal evaluation, particularly of the first few meetings of a new committee, should not be taken lightly. The success of the committee depends on such evaluation.

## ADVISORY COMMITTEES AND LEGISLATION

National Advisory Councils and State Advisory Councils are mandated by law. Their missions and responsibilities are spelled out by Public Law 90-576, the Vocational Educational Amendments of 1968, and by Public Law 92-318, the Education Amendments of 1972 (Title I - Higher Education and Title II - Vocational Education). In addition, the U.S. Office of Education has developed rules and regulations based upon the law and serve to establish the parameters within which the council operate.

Since occupational education is closely tied to the economic health of the nation, program planning by colleges cannot be a fortuitous process. Nor is this a recent revelation. National concern for industry representation in the form of Advisory Committee involvement can be traced to the

Smith-Hughes Act of 1917, and before that to the formation of the National Society for the Promotion of Industrial Education in 1906. Since that time, an inherent part of the occupational education program in our schools has been its cooperative planning with business and industry. Only in this way could educators by reasonably sure that their occupational programs were in tune with employment needs.

The whole issue of occupation and education has created misunderstanding and disillusion among students who found no market for their skills after leaving school. Studies on the subject reveal examples of gross mismatching between school offerings and industry needs. For example, there are reports of curricula that are obsolete for the current employment market, they are frequently retained for no better reason than enrollment and staff availability. Other reports point out that many guidance counselors are of little help to students in making career choices, and that some libraries are sorely lacking in current information on local occupations.

Beginning in 1968, the U.S. Congress mandated that Advisory Councils be established at the federal and state levels in hopes of reducing the disparity between school programs and industry needs. The effects of the national and state councils on colleges, and Advisory Committees have been considerable. They advise the state board of education on the development of state plans for vocational education and provide information which influences the direction taken by vocational educators. The reports of the national council to the U.S. Commissioner of Education and Congress contain recommendations which affect vocational education in the United States. The state advisory councils have had a similar impact at the state level.

## CHECKLIST FOR GETTING THE MOST OUT OF ADVISORY COMMITTEES

1. Provide a handbook for each member explaining the purpose, operation, by-laws, goals and objectives of the Advisory Committee and the functions lay members are expected to perform.
2. Provide parking permits for lay members to facilitate attending committee meetings at the college.
3. Schedule Advisory Committee meetings at a time convenient for lay members to attend.
4. Send a reminder letter along with a preliminary agenda of the coming meeting to each member about two weeks before a scheduled meeting and invite suggestions for inclusion on the agenda.
5. Run the committee meetings on an organized time schedule and hold to this schedule.
6. Make follow-up reports promptly to the Advisory Committee regarding action on recommendations made by the committee members.
7. Encourage the lay members to visit the college whenever possible, particularly the classes with which the committee is involved.
8. Provide lay members with maps of the campus to assist them in locating parking, meeting rooms, etc.
9. Send a letter over the signature of the College leading administrator, officially notifying each lay member of his or her appointment to the Advisory Committee.
10. Encourage individual meetings with advisory committee members when an administrator or representative of the College requires special information.
11. Keep lay members informed about current and pending state and federal legislation that will affect the Colleges occupational program.
12. Inform the lay members about the pertinent actions and activities of the state board for vocational education.
13. Assign the responsibility for taking minutes to a College representative at each committee meeting.
14. Provide refreshments at each committee meeting.
15. Inform the lay members about special studies affecting the education program of the College.
16. Invite instructors to sit in occasionally on committee meetings on the subject they teach.
17. Ask the lay members for recommendations and comments for improving the effectiveness of the committee and its meetings.
18. Invite the lay members to College functions such as graduation, open house, special exhibits, athletic events and plays.

CHECKLIST (continued)

19. Establish and maintain a climate of informality at committee meetings, encouraging a full interchange of information.
20. Encourage college administrators to reward the committee's efforts where particular goals have been achieved.
21. Inform the lay members about the actions and activities of the state advisory council for vocational education.
22. If possible, attend industry programs when invited by lay members.
23. Continually inform the lay members about events concerning vocational education at the local, state and national levels.
24. Conduct telephone conversations with lay members when confirming facts or seeking advice.
25. Plan an annual breakfast or dinner for all committee members and invite a distinguished speaker.
26. Invite committee members to serve as guest lecturers in order to demonstrate special techniques or skills, or to discuss current practices in a particular occupation.
27. Work through committee members to arrange a conducted tour of the College facilities.
28. Inform the lay members about the actions and activities of the College general advisory council.
29. Schedule committee meetings regularly.
30. Mail each member a copy of the minutes of the committee meeting as soon after the meeting as possible.
31. Make a reminder call to each member during the morning of the scheduled committee meeting.
32. Hold meetings in a room that provides comfortable and quiet surroundings.
33. Recognize the efforts of a lay member who contributes outstanding service to the program by any or all of the following methods; a letter of commendation, a release to the schools and local newspaper, or a mention of it in major speeches.
34. Put a name plate on donated equipment showing the contributing member's name and firm.
35. Encourage faculty to visit and tour the facilities of industries to which their teaching relates.
36. Keep committee roster current and updated. Outdated roster can be a source of embarrassment.
37. Check to see that no committee appointments are politically motivated.

38. Check to see that the qualifications of all potential lay members are carefully reviewed by appropriate College officials to insure a good working committee.
39. Whenever possible, have the Advisory Committee include a student, a graduate, and a member of an ethnic or racial minority group.
40. Schedule the term of membership for a definite period of time, with provisions for a regular system of replacement.
41. Avoid unnecessary detail work for the committee who are busy individuals serving on a voluntary basis.
42. Have in attendance at all committee meetings a representative of the occupational education department.
43. Have supervisors and/or coordinators of vocational education programs attend all committee meetings on their particular programs.
44. Have the College maintain a complete file of minutes of all committee meetings. Copies will be distributed to all committee members and alternates.
45. Plan to hold at least one luncheon meeting per year at a good restaurant, if convenient, for the members of the committee.

## SUGGESTED REFERENCES


American Association of Community and Junior Colleges: Organized Labor and Community Colleges: Resport of the AACJC-UAW-AFL-CIO Assembly, Washington, D.C., Dec. 8-10, 1975.

American Vocational Association: The Advisory Committee and Vocational Education, Wahington, D.C. 1970.

Burt, Samuel M.: Industry and Vocational-Technical Education, New York, McGraw Hill Book Company, 1967.

Cochran, Leslie H., L. Allen Phelps, and Joseph F. Skupin: A Guide for the Effective Utilization of Advisory Committees, Lansing, Mich. Department of Education, 1974.

ERIC Clearinghouse on Education Management, Oregon University, Eugene, Oregon, Advisory Committees.

Hoke, Fred and Max E. Jobe, Career Education Advisory Councils: A Plan for Development. (1973) (ED099597).

King, Sam W.: Organization and Effective Use of Advisory Committees, U.S. Government Printing Office Washington, D.C. 1960.

National Advisory Council on Vocational Education. Resource Book for Members of State Advisory Councils on Vocational Education, Washington D.C., 1972.

National School Boards Association, Waterford, Connecticut, Educational Policies Service, Policies for Better Advisory Committees, Educational Policies Development Kit. (1972) (ED067751).

Phipps, Lloyd J. and Kenneth Knell. The How of Successful Advisory Committee Operation. Urbana: College of Education, University of Illinois, 1968.

Riendeau, Albert J. The Role of the Advisory Committee in Occupational Education in the Junior College. Washington, D.C.: American Association of Junior Colleges, 1967.

Black Hawk College: Advisory Committee Handbook. [illegible] Illinois, 1974.

APPENDIX A

BERGEN COMMUNITY COLLEGE

PARAMUS, NEW JERSEY

Upon the recommendation of the faculty of this Division the

CERTIFICATE OF APPRECIATION

is hereby awarded to

in recognition for serving as an Advisory Committee member

in the _____ Program

_____ _____

Instructor Date

_____ _____

Division Director Dean of Occupational Studies

_____

President

APPENDIX B

February 23, 19XX

Mr. Timothy C. Howard
Howard & Son, Inc.
400 Paramus Road
Paramus, New Jersey 07652

Dear Mr. Howard:

The Bergen Community College Civil Engineering Technology Advisory Committee will hold its next meeting at 3 p.m., in Room , Administration Building. The agenda for the meeting will include such items as:

1. Expansion of the Civil Engineering Technology program.
2. A review of free and donated laboratory equipment.
3. Considerations for adding one part-time instructor.

For ease of responding, please use the enclosed reply card. We look forward to seeing you on March 20.

Sincerely,

(one side is self addressed)

Date _____

_____Yes, I will attend the advisory committee meeting on _____.

_____No, I will not be able to attend the advisory committee meeting on _____.

Name _____

Telephone _____

APPENDIX C

Adopted October 12, 19XX

WHEREAS, the Office Edcuation and Distributive Education Departments of Bergen Community College have enjoyed a very profitable year in working toward their goals for the future; and

WHEREAS, The Advisory Committees have been instrumental in bringing about our success; therefore, be it

RESOLVED, That the members of both organizations express their appreciation to Ms. Skelton, Mr. Harrison, etc.

of the Distributive Education Committee, and Ms. Stilwell, Mrs. Eikenberry, etc.

of the Office Education Committee; and be it

RESOLVED FURTHER. That this resolution be read on the evening of October 12, 19XX, at the annual banquet honoring the advisors and employers, and a copy of this resolution be presented to each member of the committees.

Chairperson, Office Education Department

Chairperson, Distributive Education Department

APPENDIX D

May 25, 19XX

Mr. Richard Jones
Bergen Community College
400 Paramus Road
Paramus, New Jersey 07652

Dear Mr. Jones:

May I take this opportunity to express my sincere appreciation for your help during the past two years with the general advisory committee at Bergen Community College. No fewer than five major accomplishments by our college during this period can be attributed directly to the diligence and perseverance of the dedicated members of this excellent advisory committee.

To show our appreciation, we would be honored if you would be our guest for the annual Advisory Committee Dinner on June 15, 19XX, at 400 Paramus Road, Paramus, New Jersey. We hope to see you then.

Very sincerely yours,

President

APPENDIX E

April 6, 19XX

Ms. Suzanne Schwartz
Star Graphics
400 Paramus Road
Paramus, New Jersey

Dear Ms. Schwartz:

You are cordially invited to attend Bergen Community College's third annual Educational Advisory Committee Breakfast.

The purpose of this event is to enable us, in a small way, to show our appreciation for the dedicated professional advice and guidance of all advisors to our college curricula and other activities. We trust the meeting will serve also to increase mutual understanding between the business people of our community and our community college staff as we prepare our youth, and an increasingly older student body, for gainful employment.

We look forward to your presence on Thursday morning, April 24, from 7:30 a.m. to approximately 8:45 a.m., as our guest at this advisory breakfast in our faculty dining room. This event has been planned to coincide with our annual career fair so that you may spend a few minutes visiting our vocational displays on the campus.

May we again say "thank you" for your dedicated services rendered to Bergen Community College. We trust our association will continue to be mutually rich and rewarding as we strive to meet the educational needs of business, industry, and the citizens of the Bergen County Community College District.

Sincerely yours,

President

Encl. (RSVP)

APPENDIX F

February 11, 19XX

Mr. Roger Westling
Renal Technical
Bergen Community College
400 Paramus Road
Paramus, New Jersey 07652

Dear Mr. Westling:

You have been recommended to serve as College Coordinator for Bergen Community College's Advisory Committee for Renal Technician Occupations.

The educational advisory committees are composed of citizens selected to represent a specific occupational area. Members are persons with a strong sense of responsibility and civic mindedness who advise the college staff, the administration, and the Board of Trustees on matters of educational concern. Although relatively few meetings are held throughout the year, such committees are extremely important in developing a two-way system of understanding between the school and the business and industrial community.

I hope you will be able to accept this appointment.

Sincerely yours,

Dr. Alban E. Reid
President

APPENDIX F

February 11, 19XX

Mr. Roger Westling
Renal Technical
Bergen Community College
400 Paramus Road
Paramus, New Jersey 97652

Dear Mr. Westling:

You have been recommended for appointment to Bergen Community College's Advisory Committee for Renal Technician Occupations.

The educational advisory committees are composed of citizens selected to represent a specific occupational area. Members are persons with a strong sense of responsibility and civic mindedness who advise the college staff, the administration, and the Board of Trustees on matters of educational concern. Although relatively few meetings are held throughout the year, such committees are extremely important in developing a two-way system of understanding between the school and the business and industrial community.

We hope you will be able to accept this appointment.

Sincerely yours,

Dr. Albin E. Reid
President

APPENDIX G

January 10, 19XX

Mr. Dennis Colgate
Bergen Community College
400 Paramus Road
Paramus, New Jersey 07652

Dear Mr. Colgate:

Bergen Community College is making plans to initiate an occupational education program in the field of dental technology. It will be necessary for us to have assistance from your industry in organizing this program. We are, therefore, organizing an advisory committee.

Because of your extensive experience in dental technology, we would like to invite you to serve on this advisory committee. While our college stands to profit from your guidance, you would also be rendering a service to the industry and to your community.

Realizing that you have a busy schedule, we are tentatively planning to call only three group meetings during the school year. This can, of course, be decided by the committee at the organizational meeting on February 10, at 7:00 p.m. in Room 320 at the college. Please sign and return the enclosed self-addressed card if you can attend.

Under separate cover a college Advisory Committee Handbook is being mailed to you. Should you have any questions regarding items in this handbook please plan to raise them at the meeting next week. My telephone number 447-1500 is yours to use should you have any other questions.

Very sincerely yours,

May Jane Chetwood, Dean
Vocational-Technical
Education

APPENDIX H

REPLY CARD FOR ACCEPTING OR REJECTING APPOINTMENT TO SERVE

(one side is self-addressed)

Date _____

I will _____ will not _____ be able to accept the appointment to Bergen Community College Advisory Committee.

_____
Daniel T. Kealey

APPENDIX I

MEMBERSHIP CERTIFICATE

MEMBERSHIP CERTIFICATE

Appointed by the Board of Trustees of the Bergen Community College

to the
EDUCATION ADVISORY COMMITTEE
in the area of

_____

Term of Service _____ President _____

APPENDIX J

ENGINEERING GRAPHICS ADVISORY COMMITTEE MEETING
AGENDA
March 26, 19XX

4:00 p.m.: Meeting called to order: Chairperson
Minutes of last meeting: Secretary

1. Report of the subcommittee on increasing the number of student stations in the laboratory - Discussion of report and recommendations.
2. Additional tools and equipment needed for the class - Report of condition of present equipment, Ward Paterson, Instructor; Discussion and recommendations.
3. Plans for class project for the annual Tech show - Report of tentative plans; Elsie Crowfoot, Chairperson.
4. Other business.

5:30 p.m.: Adjournment

APPENDIX K

January 13, 19XX

Mr. Allen Alexander
Bergen Community College
400 Paramus Road
Paramus, New Jersey 07652

Dear Mr. Alexander:

On behalf of the Board of Trustees, I take pleasure in welcoming you as a member of our working team. Your appointment to serve a two-year term on the Human Sciences Advisory Committee was approved at last night's meeting.

Your extensive background and experience in social science and your interest in the college qualify you as a most valuable member of this advisory team. Not only can this be an opportunity to contribute your talent to the field but to the community as well.

I thank you for your interest in our school.

Very sincerely yours,

Alban E. Reid
President

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 9 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES

INDIVIDUALS TO BE DROPPED FROM MEMBERSHIP

| Name | Position | Address | Phone |
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INDIVIDUALS RECOMMENDED AS NEW APPOINTMENTS

| Name | Position | Address | Phone |
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BERGEN COMMUNITY COLLEGE

Name of Advisory Committee _____

Department _____

Coordinator _____

Members Recommended for Retention

| Name | Position | Address | Phone |
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